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Study of means of improving articulation with high school programs, proficiency exams, revised general education requirements, graduation requirements and apportionment of courses, majors and minors, independent study and problems courses teacher preparation as integral part of liberal arts college.

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A Report of Progress

THE CURRICULUM STUDY

"Our greatest expectation is a college identity in which we can all take pride-THE FRANKLIN MAN"

By

DR. ROBERT G. BROOKS

Dean of the College

Colleges are always in transition from one era to another. In this sense the last few years have been exciting for Franklin. The air of expectancy that Jimmy Niven, former staff member, proclaims so strongly comes closer and closer to actuality. We can count blessings—a substantial improvement of facility, a reinforcement of staff, a more definite standard of admissions and academic policies, stronger advisement and counseling, an increasingly responsible student body.

By its very nature the college must always look to the future. Catalogs are out of date before they come from the press. Student leaders are alumni before the faculty can appreciate them and tell them so. Thus the constant factors of ideals, atmosphere, expectations of the college govern our hopes and dreams. We are all aware through this recent cooperative progress of the increasing degree of accord in the entire constituency—directors, administrators, faculty, alumni, parents, friends, and students.

All is centered on the students. They face our expectations. Foremost is the high regard for the sanctity of the degree, which must be earned through the zealous pursuit of an intensive curriculum. In their search for wisdom, the candidates must be eager to encompass the social, the cultural, the physical, and the spiritual challenges of their college experience.

We are working at strengthening our concepts of Christianity and seeking to carry them into our living. There is an atmosphere of freedom in which this can be done—there is an intellectual enthusiasm that helps us broaden our concepts.

Our greatest expectation is a college identity in which we can all take pride—*The Franklin Man*, if you will. The long train of generations measures the current student. Is he poised, well-mannered, gracious among his peers, considerate of others, respectful of the thinking of others? Can he think independently for himself? Can he express himself, relate his specialty to his culture and heritage? Does he acknowledge God? Every graduate is forevermore an ambassador reflecting what the college is.

The faculty is vigorous. The quality of credentials is steadily improving. The strong backbone feels that the college is moving, that the faculty in general has a definite and positive role in policies and studies; there is a high degree of awareness in the faculty of the significances of the current curriculum advances. The overwhelming majority of the departments have appreciated the opportunity to get their own areas more ship-shape; the divisions have become effective units. All are conscious of the broader dialectics.

To keep pace with the general advance of the college, the faculty has been engaged in a curriculum study since June, 1957. For several years previous to this date various of its committees have been studying and evaluating the effectiveness of the academic program.

The current study was initiated by grants from the Lilly Endowment, Inc., and the Danforth Foundation; and has been under the direction of a steering committee with Dr. R. G. Brooks, Dean of the College, as chairman; Dr. Herbert S. Wallace, Professor of Biology; Dr. Mary S. Owen, Professor of History; and Robert Y. Coward, Librarian. The guiding principle of this committee has been to work as broadly as possible with the entire faculty and literally "to steer" component problems of the study into existing committees and functions of the faculty.

The 1958-59 catalog represents the first step in this process. It indicates that the college now offers only the B. A. degree. It defines normal progress to the degree and the integral parts of the curriculum. All students before graduation will complete a couse of study which will include specific requirements, general education courses, a major of 24-30 hours, and two minors of from 15-20 hours.

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The Steering Committee meets in the Dean's newly-decorated office. Left to right (seated): Dean R. G. Brooks and Dr. Mary Owen. Standing: Dr. Herbert Wallace and Mr. Robert Coward.

For graduation every student must show on his transcript these *specific requirements*: three hours of religion; six hours of English composition, and any combination of three years of a foreign language in high school, or two years each in two; or two years in high school plus an intermediate year of the same language in college; or two years of one language in college. Of these the most important to the college is the course in religion. By the significant appointment of a Dean of the Chapel, soon to be announced, we seek to further the dynamic and enthusiastic regard in our student body for the role of the *Christian layman* in the world today—in the church, in associations with peers and colleagues, in intellectual and aesthetic appreciations.

General Education Program

General education requirements follow the pattern of core curriculum through the college: twelve hours in the humanities, twelve in social studies, and ten to twelve in the sciences. Courses taken to satisfy the General Education requirement will not count toward majors, but may count toward minors.

The faculty has sought for breadth ann flexibility. Depending on ability and previous training, each student has wide choices of courses in each division—from English, philosophy, music, and art in the humanities; from history, government, sociology, and economics in the social sciences; from botany, zoology, chemistry, physics, and math in the sciences.

Students will no longer be given college credit for making up deficiencies in mathematics (less than two years in high school), although the college will make every effort for the next several years to organize a non-credit course at nominal expense to the student (suggested $15-$20). Students cannot be accepted as candidates making normal progress to the degree until they have removed this deficiency.

A proficiency test in mathematics will be given all entering freshmen to determine whether they can demonstrate the expeted achievement in the normal high school requirement of two years or whether they should complete a four hour course in college mathematics—the purpose of which is to increase skill in numbers, mathematical concepts, and sets—in order that they may gain more from the many courses in the curriculum requiring this skill. Those who pass the test will be required to take ten hours in laboratory sciences and will be encouraged to continue in physics or chemistry; those who do not pass will be required to take twelve hours in the science division, including the four-hour math course and eight hours of laboratory science (any combination of introductory botany, zoology, and the four-hour chemistry course designated to be taken concurrently with the math course).

In an attempt to improve articulation with high school programs, the College will deliberately encourage students to proceed into two and three h u n d r e d courses if they can show a reasonable proficiency in a field. This principle will apply in English composition, literature, math, history, the sciences—anywhere that the student can proceed without handicap. For sake of illustration, a student talented in history who can show a proficiency in 101 and 102 will be encouraged to satisfy his history general education requirement in advanced courses.

The positive goal of all our study has been a capstone of intellectually stimulating experience at the junior-senior level. By *course graduation* and *proper advisement*, the student will have sharpened his *anticipation* for fulfullment of his four-year experience, will actually realize his continued growth; and will be more able to transcend credit hours and points as such. We have made great strides in our advisement—from general education testing of strengths and meeting of specific requirements to the achieving of upper division status and selecting intelligently

(continued on page four)

THE CURRICULUM STUDY

(continued from page three)

majors and allied minors within a flexible but established pattern. Our entire direction, then, will follow this emphasis—the four year program of deliberate, controlled experimentation and individualized definite planning.

In this frame of reference, the one and two hundred courses are intended to convey information fundamental to further study and/or to introduce the student to the department or area of study. The three and four hundred courses are more complex and presuppose previous training. In most instances they also imply a greater degree of specialization. It is considered desirable that the student have approximately half his work at the three and four hundred level.

The minimum requirement for graduation is 120 credit hours. The fact that the minors in many areas duplicate as many as six hours in general education courses will afford students some choice of electives in the total program. Currently most students graduate with more than the minimum number of credit hours. Thus the college catalog reflects the expectation that the majority of general education requirements will be met at the lower division level (a minimum of twenty-four of the thirty-four in the first two years, at least six of the thirty-four in courses at the three hundred level). Any college admissions deficiencies must be met at the lower division level. A student will be granted upper division status when he has achieved sixty hours of C average work. After two years of residence, he will be considered a probationary student until he achieves these minimum goals.

These are first strokes in the sketch of longer range plans. They catch the obvious irregularities of advisement. Further implementation currently in planning is a screening of candidates by comprehensives and faculty committees to determine whether and how they should be encouraged to continue from this point. The strong need careful counseling to utilize their potentials; the weak sometimes stay too long in endeavors for which they are ill-suited or not talented—teacher education or pre-med for a case in point. Unless they are screened by deliberate and constructive guidance, they can be overlooked until they become real problems difficult to help. The step of achieving upper division status will be a challenge and an assurance at the same time.

Majors And Minors

The college expects every student to accumulate a major field of from 24-30 hours as specified in each department, and two minors of from 15-20 hours each, as specified. One minor should be related to the major. Professional courses in Secondary Education will count as a minor; professional courses in Elementary Education will count as a major. Students are encouraged to think through their combinations of areas of interest. Divisional lines may be crossed in establishing individual patterns.

In all departments the student selects his pattern of courses in both major and minor fields. Key courses are prescribed for him in varying degree from department to department. The majors are constructed so as to give the student a good foundation and to provide him with some sort of capstone course which may serve to fill in gaps which have been unavoidably left by his training up to that time, to indicate the whole purpose and method of the field, and finally to give him some personal experience with a piece of research in order that he may have some bridge between his undergraduate experience and further training.

With this emphasis on the values of higher level work, we hope constantly to encourage qualified students to more and more independent study. We are alert to the many curricular and instructional devices for stimulating this student independence, from entire programs of study for all to extra credit in individual courses for additional reading. We have not thought in terms of working across the board with all students, but have concentrated on making a plateau out of the current valley between our regular program and the very fine but highly specialized Independent Study program Franklin pioneered in the late 20's.

It is considered desirable that before graduation every student particularly in his field be subjected to work which will provide experience in dealing critically with fundamental ideas based upon more than casual information in the field. The faculty as a whole prefers at least one problems course in every major. The major professor is encouraged out of his knowledge of his advisees to suggest within limits the contents of the minors selected by his major students.

The minors for the most part are expected to be within a department. Students are advised to select the combinations of majors and minors and courses within each to further his own pursuits. The student who can show cause to the Academic Requirements Committee may receive license to even more individualized programs.

The college offers many combinations that might stimulate the candidates to more purposeful study. A case in point can be the Wayne Coy Memorial Program for Civil Service, in which the college considers itself quite strong. The faculty realizes that the degree will be terminal and utilitarian for many graduates, but all hope to provide majors which can inspire those capable on to graduate study. We are increasingly dedicated to this challenge—the sciences as such in addition to pre-med, art, psychology, English, history, the languages, come immediately to mind to demonstrate the point.

Teacher Preparation

The idea that teacher preparation is an integral part of the Liberal Arts College program has been accepted by the faculty of Franklin College. The curricula for both the elementary and secondary programs are planned so that there will be no forfeiting of major college objectives and no deviations from the accepted characteristics of the Liberal Arts education.

The pattern of courses within the program of teacher preparation is inter-woven into the four-year program in such a manner that all general requirements can be met for the A. B. degree by both prospective elementary and secondary teachers. Since certain common learnings and basic understandings are needed by all teachers regardless of teaching level, where practical, education courses have been structured with a common core in mind to avoid unnecessary dichotomies and duplication.

Since student teaching is generally considered to be a very important part of the professional sequence, this experience has been extended to include all-day, full-time teaching to provide more varied kinds of actual classroom teaching and to give the student more realistic teaching experiences. Professional courses strictly related to teaching have been placed as near the student teaching experience as possible, because of its motivating effect when focused on the actual task of teaching.

Out of this framework we are already establishing *scopes* of curriculum. Professional education courses, speech, and art are leading the way. Course offerings are being rebuilt to fit the more pronounced patterns and graduations of study. History has led the way here; yeast is at work, among others, in the sciences, where increased staffing is offering further enrichment beyond the service load, and in English, where courses have been too much at a level.

We hope to broaden the composition requirement to a heritage of the best that has been thought, written, and said—the writing more deliberately in the categories of exposition. In such a course, common to all beginning students, we would hope to share interdepartmental instruction.

The faculty as a group is turning its attention to its instructional effectiveness and the interrelationships of each course to the departmental offerings and to the entire program. Using Bloom's *Taxonomy of Educational Objectives* as our guide, we are planning to participate with seven other colleges this summer in examining objectives in disciplines common to the institutions and determining the best procedures for achievement.

Visitations by faculty committees with specific concerns to campuses with outstanding programs are in progress. Consultations with national authorities are being arranged on our own campus in our faculty meetings. We now have the advantage of knowing more positively our own aims and what can be practicable at Franklin.

The richest heritage at Franklin has been its academic program and strong faculty. This curriculum study has given the present staff a unanimity of purpose and a sense of contributing to the continuing growth of the college.

W. A. Atkins Will

Franklin and other members of Associated Colleges of Indiana have been named in the will of the late William A. Atkins, Indianapolis industrialist and civic leader, who died recently.

The estate valued at over $1,000,000 was apportioned among the heirs and a trust fund known as the "William A. Atkins Charitable Trust." Associated Colleges will receive one-fourth of the net income from the trust for twenty years, and then the institutions will receive equal shares of the principal.

Mr. Atkins, who died of a heart attack in New York City, was the owner of the Severin Hotel in Indianapolis and formerly with the E. C. Atkins Saw Company now part of the Borg-Warner Corporation.

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Osterman Appointment

Louis H. Osterman '38, has been appointed an admissions counselor according to an announcement by Dr. Harold W. Richardson, president.

Mr. Osterman

Mr. Osterman has been employed in Florida since his graduation. A native of Seymour, he was president of the Student Council during his senior year, and was awarded the Blue Key Leadership Trophy on Honors Day last Spring. He was also named to "Who's Who in American Colleges and Universities," and was president of his fraternity, Sigma Alpha Epsilon. Osterman was a member of the varsity tennis team.

He joins Mr. Gael Swing, director of admissions, and Mr. Ted Gibbens admissions counselor, in the Admissions Office. The additional staff member will allow more personal contacts with prospective students and parents and will give the college wider coverage of high schools. The increase in applications for the 1959-60 academic year are indicative of the need for an additional member in the office stated Mr. Swing.

Robert S. Baker, left, Franklin district manager of the Indiana Gas & Water Company, presents Dr. Harold W. Richardson, president, with a check for $300 as the company's contribution to the college under the program of the Associated Colleges of Indiana. President Richardson commented that increased giving by business and industry has enabled the college to expand the educational service at a high level of quality.

Student Loan Funds

Franklin College has notified the U. S. Office of Education that it will not accept federal funds for the present for student loans under the 1958 National Defense Education Act.

President Harold W. Richardson stated, "The college Board of Directors after a thorough discussion of the National Defense Education Act decided to decline participation for the present. Franklin College and its needy students have been able to work out problems without accepting federal student loans.

"The college will revise policies applying to private loan funds under its control and will seek to increase such funds before it takes part in expanding federal financing of higher education," the president said.

According to Frank A. Mertz, business manager, 15 students indicated interest in such a loan. In each case a satisfactory solution was reached without resorting to the new program. Moreover the students understood and accepted the motives of the college Board of Directors in rejecting the federal aid.

Franklin's initial allocation was $3,711. The college was among 28 in Indiana who were allocated $174,357.

United States Education Commissioner Lawrence G. Derthick said the new law requires that special priority be given students with superior academic backgrounds who plan to teach or those students who show special aptitudes for science, mathematics, engineering, or languages. Loans up to $1,000 a year may be given under the program but applications indicate that most will be less than the maximum

A $6,000,000 allocation has been made to 1,227 colleges and universities in the 49 states and territories.

Industry Gift

Franklin and twelve other Indiana liberal arts colleges were among beneficiaries in 1958 of Continental Can's program of financial aid to American education.

Continental gives unrestricted grants to 28 such associations representing liberal arts colleges in 32 states that receive no tax support.